**Berkeley City College**

**Education Committee for Quality Programs and Services**

**Meeting Notes – May 12, 2016**

**Attendees:** Josefina Baltodano, Marciela Becerra, Joseph Bielanski Jr., May Chen, Heather Dodge, Windy Franklin, Roberto Gonzalez, Lisa Gwyn-Laigo, Brenda Johnson, Jenny Lowood, Laura Ruberto, Karen Shields, Shirley Slaughter, Cleavon Smith, Tram Vo-Kumamoto, Fran White, Hermia Yam. Notes: Bob Frost

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| **Agenda Topic** | **Discussion** | **Action(s)** |
| **I. Discussion, Review, and Approval of Meeting Minutes From 4/28/2016.**  | **Brief Discussion of Minutes and Additional Topic.** * Additional Topic: Purpose of Education Committee—Ed Committee a place for sharing—things going on in college not shown here; can those things be included in the structure of committee? For example, UC transfer pathways now established in 21 areas and they’ve identified how UC transfer pathway compares to ADT. This is related to GSI and Persistence and is beyond the scope of what’s here.
 | **Approved as Amended.** |
| **II. Fall 2016 - Education Committee - Tentative Agenda Setting.**  | **The BCCEMP (Berkeley City College Educational Master Plan): Presenting This Document to College Constituencies. Many Participants in This Discussion:** * August 2016 Flex Day – maybe we can offer, at that time, an overall progress report on progress of BCCEMP?
* Maybe useful to use chairs for the process of issuing progress reports. For many part-timers the information provided in BCCEMP, while important, doesn’t relate to their everyday work. Value of protecting Flex Days so information will be highly relevant to faculty classroom work. (Later comments: Importance of connecting BCCEMP data with question, “What does this have to do with my students here today in this classroom?”)
* Maybe pre-Flex Day retreat with chairs, etc., invited. Waiting until Flex Day maybe not ideal since chairs need to incorporate so much information.
* Faculty welcomes information from administration that’s useful but sometimes they have sense of too many talking heads. A short presentation at Flex Day on most significant data of BCCEMP would be welcome.
* Presentation on progress should have more than just numbers. Should focus on what we hope to accomplish in the next year. For example, focus on first weeks of semester: this is specific; it’s a rallying point; it’s not just information.
* Request from faculty for limited all-college time for this process: hour and a half or two hours. Also: Can we share information throughout the year rather than just Flex Day; perhaps a two-hour period in Oct. And/or a college-wide newsletter once a semester or once a year. Rather than one block of formal time. Value of committee giving presentations.
* Summary: (1) Newsletter. (2) Interactive method(s) such as Town Hall(s).
* Making goals more relate-able; bringing people to the table—perhaps (referring to “Alignment of BCCMP Goals and Indicators” document—through talking about goals rather than funding source(s).
* Some of these terms on these sheets don’t resonate outside this room. Re-orient these terms toward: how do we connect to every student in first four weeks. Communicating what the audience we’re speaking to regards as most urgent items.
* Branding: key.
* Rather than think about what we’ll do on Flex Day, let’s focus on what we are going to do next year, and what will happen on Flex Day to help us toward the year’s goal.
* Classified Staff perspective: As goals are defined and mapped out, conversation needs to include staff because the goal-achieving process extends beyond classroom. For example, the idea of a living wage for students and workers.
* Early Alert program—contrast between what it means to people in this room and what it means to part-time faculty member. BSI (Basic Skills Initiative) will be significant in other areas beyond the one where it’s listed.
* Difficulty/complexity in aligning goals and plans—many different plans apply to many goals.
* Some areas, in terms of operationalization, have multiple plans rather than just one. The value of a full conversation about operationalization involving dean’s chairs, department chairs; and then coming here to integrate.
* Yes we’re having conversations. We have plans that address goals but I’m not sure if, outside of one or two individuals, we have a comprehensive view of everything happening in the college to address a particular goal: what activities we have identified that we will fund specifically to address a goal. I understand frantic nature of last two years in terms of generating plans and allocating funds and making sure of compliance. But we now need to talk about real integration, which is different from putting items on paper.
* The college has a master plan. This group now needs to work toward two things: operationalizing activities and integrating activities.
* But missing pieces here. There are other groups meeting and making decisions. Shouldn’t we all be in communication with one another when we’re talking about master plan.
* Master plan accomplishes that communication but plan hasn’t been totally operationalized.
* What about creating something visual?
* Mapping.
* Activities for each area: start off with traditional areas we have such as Instruction and Student Service.
* And all the subset programs. Mapping creates opportunity for master plan to be living document. And everybody would get it; all depts. Understand how these processes come together, intersect, integrate.
* Going through each goal and saying what we’re doing to achieve it and also what the next step is. And it gives more life to program review process for Office of Instruction and also Student Services.
* The program review process is definitely part of mapping and draws in everybody: “Oh, I see now how my dept. connects to this goal and to master plan.”
* Fall strategy: Maybe a conversation through chairs about working on aspects of master plan and feed their input into the larger document?
* Mapping (referring to outline on “Alignment….” document): Instead of “Today is day for BSI” and “Today for equity” – which is silo perspective – more global input all through campus.
* That’s great Flex Day activity!
* Or spread through semester.
* Spread through semester at Ed Committee level.
* Mapping: Can be done prior to Fall Semester; populate everything in terms of allocations.
* Could be retreat for VPs who do this work.
* This conversation exciting!
* Mapping tactics and venues: The work of this committee. Also: Town Hall meetings, a percentage of time of which can be devoted to reporting out on BCCEMP topics, working in conjunction with requirements/desires of future new president. Also: survey. Timing of various mapping steps pre Flex Day; having something (working document) to show on Flex Day (i.e., not just rehashing mapping process) and then gather additional input. Advertise schedule of conversations in Ed Committee.
* Definitely when you go into Flex Day you would want a draft as basis for discussion. Run the draft by Ed Committee and make sure it’s reviewed. Articulate the reason for the mapping: to operationalize the master plan! Great participation can result.
* Goals of BCCEMP. Classified staff helping faculty reach goals so faculty can help students reach goals. Discussion of FTES. District not losing money by letting students fall through cracks in terms of FTES.
* FTES. The fact that some students don’t want to go outside of geographical area to attend college – example of how non-glamourous items such as scheduling can affect BCCEMP. It’s all connected.
* “Swirling.” Further discussion about complexity of FTES.
* Getting two permanent deans on board next year; we have four Vice Presidents of Instruction in place now for first time in a while; stability; hopefully more coherence in terms of helping students get comprehensiveness they desire here. This is large challenge: A to Z fully array in district with four small colleges. More work on this can take place next year with increased stability.
* Enrollment management is a priority of chancellor and the district office.
* Goals. Course completion/instruction – also key is Student Services which is short-staffed. BCC has been known to provide services to students from other district colleges because offices open later or deadlines get extended. This wears out the staff.
* Since we have additional research help now, can we look at how many students we are serving through SSSP. Quantifying impact.
* We have some of that data. (Discussion of researcher position.) Funding sources discussion (right-hand column of “Alignment….” document). Allocation of funds—is a specific funding source always needed to try something different in the classroom? Importance of feedback from faculty. Accountability. Evaluation of data.
* Suggestion that we leave here today with focus on first five weeks (of student experience). Various realms feed into this. Allocation of funds for maximum impact. Let’s leave here today with intentional plan for what we do when we come back (in fall).
* I like the first five weeks focus.
* Feedback from colleagues. Make it intentional. We say, “Office hours for students.” Maybe also: “Office hours with colleagues.”
* Flex Day planning going on now; subcommittee will meet.
* Summary: Keep Ed Committee and five goals. Dive into first five weeks. Work closely with TLC. Work with Town Halls of incoming president to collect more information. Mapping. Roundtable—ask for suggestions.
* Can goal connection happen in conjunction with first-five-week focus.
* Value of structure: whole college getting together talking about the five goals—that’s real integration and that’s exciting.
* Need to update Equity Team membership.
* Name of committee needs to be revisited; new name needed.
* At this moment the Ed Committee is extended into carrying the responsibility of implementing education master plan (BCCEMP).
* It’s an institutional planning committee. Membership can perhaps be extended now that we are going to codify how all activities come together to achieve institutional goals.
* Equity Team needs to think through what they need to do. We lost two leaders there; need to recruit new leaders.
* Concept of merging Equity Team into the Ed Committee is wonderful. I would want to see Student Services integrated with Instruction. Whatever names change, need to think about student progress and student success. I don’t want to see equity broken out again from Ed Committee.
* Equity discussion very robust. Representation from across campus. Everyone involved and engaged. I don’t want to see that college-wide discussion fall by wayside. Not focused on equity to extent I had hoped.
* Importance of doing scheduling such that work of various groups/committees slots together in a coherent aligned manner, i.e., “We need this, from this group, to meet this deadline.” In past this hasn’t always happened. Let’s try to make our meeting schedule now as best we can.
* *Planning* of committees needs to move to *doing*. Value of giving advisory groups a charge and an ability to convene people. Creating space for that.
* “Work groups” is good term.
* Possible new committee name: “Helpful Institutional Planning Committee” or HIPS. (Other suggestions also offered; contest announced for best name.)
* Roundtable is a ratification group while this group is the horse that pulls the wagon.
* We will begin mapping out meeting schedule. We won’t meet between today and Flex Day.
 | **Mapping Will be Done. Retreat (Pre Flex Day) a Strong Possibility. Focus on First Five Weeks of the Student Experience. Establish Newsletter. Emergence of Work Groups.**  |
| **III. Next Meeting of Committee.** |  |  |